

# Elijah's Fears and the Still, Small Voice

1 KINGS 18:41-19:18



Old Testament 7  
Part 1: The Divided Kingdom

## SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

1 Kings 18:41-19:18; Romans 8:31-39; James 5:17-18

### MEMORY WORK:

YOUNGER CHILDREN: "[T]he Lord your God is with you wherever you go" (Joshua 1:9b).

OLDER CHILDREN: "Be strong and of good courage; do not be afraid...for the Lord your God is with you wherever you go" (Joshua 1:9b).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Loves Me"](#)
- ["The Battle Belongs to the Lord"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: ["Timeline of Elijah's Life"](#)
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



## PERSONAL APPLICATION:

When I am afraid or discouraged, I should remember that God is with me all the time.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

What is the name of the prophet we have been studying? What did Elijah do on Mount Carmel to prove that the idol Baal had no power? Today we're going to talk about Elijah becoming afraid and discouraged because he thought he was the only one trying to do right. Let's see how God helped Elijah.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Has it ever seemed like you are the only one at school or in your neighborhood who is trying to do the right thing and obey God? How does that make you feel? Elijah, with many others, had just witnessed God's great power over evil on Mount Carmel. But when he was faced with death threats from an evil woman, he became scared and discouraged. Let's see how God gave him strength to face his challenges.

### POINTS TO EMPHASIZE:

1. After God demonstrated His great power on Mount Carmel against the many prophets of Baal, Elijah prayed earnestly for rain so that the 3½ year drought would end (1 Kings 18:41-46; James 5:17-18). He could have stopped praying after two or three times and said, "I've done my best. I don't know what else to do!" But he continued to pray—seven times. Soon there were signs of rain in the sky.
2. Knowing that God would send heavy rains soon, Elijah warned King Ahab to leave quickly, to go home before the heavy rain stopped him from doing so. It seems that Ahab was afraid not to listen to Elijah after what he had seen on Mount Carmel (1 Kings 18:44), so he hurried back to Jezreel (about 16 miles). Then Elijah started running back to Jezreel and, with God's help, he was able to not only catch up to Ahab's chariot, but to pass it!
3. As soon as he arrived in Jezreel, King Ahab told his wife, Queen Jezebel, about the things Elijah had done on Mt. Carmel. She was furious! She wanted Elijah dead! She sent Elijah a message that he would be dead before the next day. Suddenly, the brave man who stood up to hundreds of false prophets—and King Ahab—was so scared of one wicked woman that he "ran for his life" to Beersheba, about 80 miles away. Leaving his servant there in Beersheba, he walked for a day into the wilderness by himself and finally sat down under a tree to rest. He was worn out and very discouraged. Elijah asked God to let him die because he thought he had done all he could against evil, and he thought he was serving God all alone.
4. God sent an angel to bring Elijah food and water twice. After he ate and rested, Elijah kept walking—for 40 days and 40 nights (about 200 miles)—to Mount Horeb (Mount Sinai), the same mountain where God gave Moses the Law and the tablets of the Ten Commandments. Exhausted from his long journey, Elijah found shelter in a cave. While he was there, God asked him, "What are you doing here, Elijah?" God knew better than anyone that Elijah was

afraid and felt that he was all alone. Immediately after Elijah gave his answer (1 Kings 19:10), God reminded him (again!) of His complete control over nature and His great power—first through a mighty wind, then an earthquake, then a fire. [God controls everything in nature (Psalm 148:1-10), but man, made in His image, has to choose to obey, to submit to God’s will.]



**NOTE:** Remind the older children of some of the numerous times the number 40 is used in the Bible. Examples: the number of days it rained for the worldwide flood, the number of days Jesus was in the wilderness before He was tested by the Devil, the number of years Moses was in the wilderness as a shepherd, the number of years the Israelites were in the wilderness, the number of days Moses was on Mount Sinai receiving God’s Law.

5. None of these great forces of nature frightened Elijah as much as the “still small voice” (“sound of a gentle blowing,” NASB). God was showing this discouraged prophet that not all of His works were loud and noisy and dramatic (like fire from heaven). The powerful contest on Mount Carmel was a great lesson for Israel, but the people’s promise to recommit their lives to God would be accomplished quietly as they listened to His Word and tried to change and to pattern their lives after it.



**NOTE:** It is interesting that God used a whirlwind and a storm in much the same ways in the book of Job (Job 38:1; 40:6). Job suffered the same feelings as Elijah. Job 3:25-26: “For the thing I greatly feared has come upon me, and what I dreaded has happened to me. I am not at ease, nor am I quiet; I have no rest, for trouble comes.”

6. Elijah was discouraged (very sad and wanted to give up). He was very tired and afraid. He felt like a failure; he thought his hard work was not enough. And he felt alone. God cared for him and showed him that he was not alone; there were still 7,000 people who worshipped God instead of Baal. Elijah did not need to be afraid. Have you ever been really afraid? Have you ever felt alone, like you’re the only one trying to do what’s right? What can we do when we feel alone or afraid?

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- [“Elijah in the Wilderness Coloring Sheet”](#) (provided in activity sheets)
- In a bag or box, put small pictures or objects that relate to this and the previous two lessons. [Examples: crown, king, queen, altar, fire, water, raven, man (for Elijah), angel, idol, etc.] One at a time, let the children take out an object or picture and tell its significance to the stories we have studied in this unit.
- Whisper game: Whisper a sentence once into the ear of one child; that child tries to whisper the same thing into another child’s ear, and so on, until every one has heard the sentence. The last child says the sentence out loud to see if it is anything like the original sentence.
- Ask one child to sit in a chair and wear a blindfold. Let another child whisper something in the blindfolded child’s ear. Then he/she tries to guess who did the whispering. You can also ask

the entire class to cover their eyes (or put their heads down on the table) while you make different sounds or play sounds from a recording (like rain, a dog barking, a toilet flushing, a door slamming, etc.). Ask the children to guess what the sounds are and describe them (soft, loud, etc.).

### 1st-2nd Graders:

- Write the main points from this lesson on strips of paper or cardstock. Mix up the strips of paper, and ask the children to put the events in the order they happened. (Can make enough copies to divide the class into groups/pairs and give each group/pair a set.) (“[Elijah’s Fears and the Still, Small Voice Chronological Activity](#)” provided in activity sheets)
- Bible Bingo: Create 25-30 review questions (over this and the two previous lessons) which have one- or two-word answers that you write in the boxes on Bingo cards. Give the students small pieces of paper or candy to cover correct answers on their cards. (See [O.T. 7 Review Questions](#) for example questions. Directions for how to play [Bingo](#) available on the curriculum Web site.)
- Ask one child to sit in a chair and wear a blindfold. Let another child whisper something in the blindfolded child’s ear. Then he/she tries to guess who did the whispering. You can also ask the entire class to cover their eyes (or put their heads down on the table) while you make different sounds or play sounds from a recording (like rain, a dog barking, a toilet flushing, a door slamming, etc.). Ask the children to guess what the sounds are and describe them (soft, loud, etc.).
- “[Elijah’s Fears and the Still, Small Voice Word Search](#)” (provided in activity sheets)

### 3rd-4th Graders:

- Write the main points from this lesson on strips of paper or cardstock. Mix up the strips of paper, and ask the children to put the events in the order they happened. Use a kitchen timer (or egg timer) to make it more challenging. (Can make enough copies to divide the class into groups/pairs and give each group/pair a set.) (“[Elijah’s Fears and the Still, Small Voice Chronological Activity](#)” provided in activity sheets)
- Bible Bingo: Create 25-30 review questions (over this and the two previous lessons) which have one- or two-word answers that you (or the kids) write in the boxes on Bingo cards. (If the children write the answers, it will allow the cards to be different.) Give the students small pieces of paper or candy to cover correct answers on their cards. (See [O.T. 7 Review Questions](#) for example questions. Directions for how to play [Bingo](#) available on the curriculum Web site.)
- Write the memory verse on the board, and go over it a few times with the class. Ask the students to put their heads down on the table while you erase one or two words. Then ask them to raise their heads and tell you what words you erased. Do this several times, until the entire verse has been erased and the students must remember all the words.
- “[Elijah’s Fears and the Still, Small Voice Word Search](#)” (provided in activity sheets)
- Have the children read the following:
  - 1 Kings 19 (and verse 18 if they did not do so last week); Romans 8
  - *Discovery* magazine article: “[Cave Men](#),” May, 2001

## SONGS:

### “JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.  
For the Bible tells me so.  
Little ones to Him belong.  
They are weak but He is strong.

#### CHORUS:

Yes Jesus loves me.  
Yes Jesus loves me.  
Yes Jesus loves me.  
The Bible tells me so.

Jesus love me when I'm good.  
When I do the things I should.  
Jesus loves me when I'm bad,  
Though it make Him very sad.

(CHORUS)

### “THE BATTLE BELONGS TO THE LORD”

Author: Words and music by Jamie Owens-Collins

[See Internet for lyrics and tune]

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE  
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## WEDNESDAY EVENING

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## PERSONAL APPLICATION:

When I am afraid or discouraged, I should remember that God is with me all the time.

## INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. Spend more time talking about things the children are afraid of and the certainty of God being with them in any and every situation.
3. Read and discuss Psalm 23 and Hebrews 13:5-6 with the children.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

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